

Le nuove Indicazioni Nazionali per Inglese

Relatori:

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Roy Bennett



INSEGNARE

Inglese

Scuola Secondaria di 1° Grado

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Le nuove Indicazioni Nazionali 2025 per la lingua inglese

- Nel processo di elaborazione delle linee guida nazionali riferite alla lingua inglese si è cercato di porre in primo piano elementi in grande parte già presenti nella didattica scolastica, ma non esplicitati o non sottolineati con abbastanza enfasi nelle passate indicazioni
- **Il primo aspetto** è l'articolazione dell'inglese in una pluralità di varietà linguistiche, ciascuna delle quali apre la strada a tesori culturali diversissimi tra loro: l'inglese ha una vocazione locale e globale al tempo stesso
- Con la necessaria gradualità, le varietà dell'inglese (dal punto di vista sociolinguistico, ma anche lessicale, sintattico e fonologico) saranno valorizzate nella loro pluralità

Le nuove Indicazioni Nazionali 2025 per la lingua inglese

- **Il secondo aspetto** pertiene alla sfera delle metodologie di insegnamento. Nella piena libertà e autonomia dei docenti nella scelta delle metodologie didattiche, le nuove linee guida propongono dei percorsi da valorizzare. Per esempio, come è dimostrato da moltissimi studi, l'utilizzo di materiali audiovisivi nell'insegnamento delle lingue straniere porta enormi benefici dal punto di vista della *listening comprehension*, della *reading comprehension* (attraverso i sottotitoli intralinguistici), della pronuncia, della capacità di esprimere i propri pensieri e di stimolare una riflessione contrastiva tra l'italiano e l'inglese attraverso l'analisi delle traduzioni dei dialoghi cinetelevisivi

Le nuove Indicazioni Nazionali 2025 per la lingua inglese

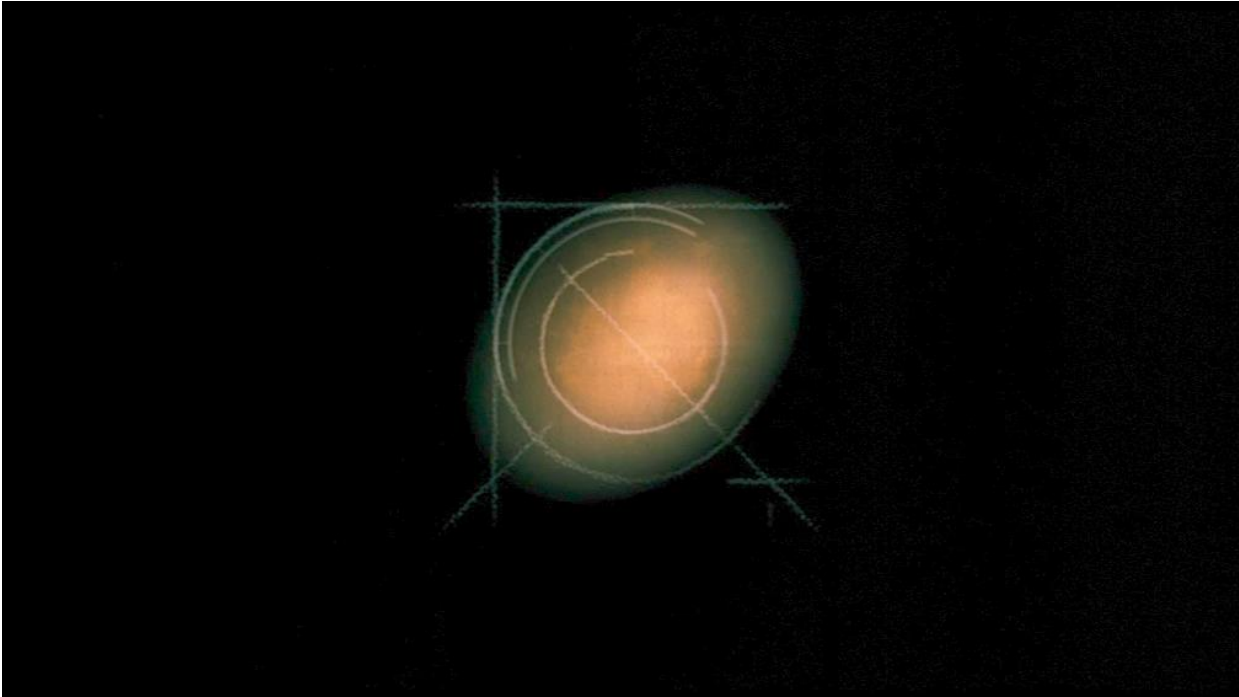
- Le nuove *Indicazioni nazionali* intendono dare enfasi alle potenzialità didattiche della traduzione audiovisiva attraverso i sottotitoli (anche quelli SDH, sottotitoli per non udenti), le audiodescrizioni (concepite come ausilio per le persone cieche e ipovedenti) e anche il doppiaggio
- I molti studi dedicati alla traduzione per l'accessibilità dimostrano che queste modalità di fruizione dei testi audiovisivi aiutano anche gli studenti non portatori di disabilità a sviluppare competenze di ascolto, lettura e comprensione delle lingue, oltre, naturalmente, a favorire l'inclusività, garantendo che l'apprendimento sia alla portata di tutti e tutte, nessuno escluso

Esempio di audiodescrizione relativamente semplice: *Pride and Prejudice* (BBC, 1995)



- What do you see?
- What is important to describe?
- How can you describe it in a few words?
- Which verbs and adjectives will you choose?

Esempio di sottotitoli per non udenti: *Atonement* (Wright, 1995)



- What do you hear?
- What sounds do you find important to subtitle?
- How can you describe the music?
- How does it make you feel?

Esempio di doppiaggio in italiano: *Friends*

Culture-bound references in dubbing translation

→ Series 3 Episode 6

→ **CONTEXT:** Monica admires her friend's huge engagement ring

Original dialogue

MONICA: Oh my God, you can't even see where the **Titanic** hit it

Italian adaptation

MONICA: Accidenti, ma è un **iceberg**

Back translation

MONICA: Oh my, it's an **iceberg**

Considerazione dell'importanza dell'apprendimento informale dell'inglese

- Se lo strumento audiovisivo è di fondamentale importanza per l'apprendimento di tutte le lingue, è vero che la grande ricchezza di materiale presente in lingua inglese, attraverso i film, le serie televisive e le altre trasmissioni disponibili attraverso i vari canali di distribuzione, comprese le piattaforme streaming, rende questo strumento particolarmente prezioso e di facile fruizione per imparare l'inglese (*Pavesi & Ghia, Informal Contact with English, 2020*).
È un'epoca in cui gli studenti apprendono questa lingua anche attraverso strumenti informali ed è importante che anche nell'insegnamento formale in classe si tenga conto delle potenzialità di questo tipo di acquisizione e le si integrino nella pratica scolastica

Uso dei testi letterari

- Le nuove linee guida relative all'insegnamento dell'inglese incoraggiano anche, fin dai primi anni scolastici, l'uso dei testi letterari in lingua inglese, strutturato in attività *pre-while-after reading*, favorendo la comprensione testuale e la produzione creativa attraverso *role-playing* e scrittura riflessiva
- Avvicinamento alle letterature anglofone attraverso letture graduate di testi classici e contemporanei, adattamenti cinematografici di opere letterarie e l'analisi di brani musicali significativi

Gnomeo & Juliet (Asbury, 2011)

In the Italian dubbing the historical hostility between the Capulets and Montagues is transformed into the stereotypical conflict between Northern *polentoni* and Southern *terroni*, i.e., the red gnomes, who speak Southern varieties, and the blue ones, who come from the north.

The red side uses varieties from Puglia, Calabria, Campania, and Sicily, whereas the blues resort to varieties from Lombardy, Veneto, Romagna, and Piedmont. The regional identity of the characters is conveyed not only by their phonetic traits but also by some lexical choices, among which are some notably routinized expressions that are typical of certain areas, like "bacio/baciamo le mani" as a polite, welcoming formula in the south; the exclamations "mizzica," again quite widespread in the south; and "ostrega," which is instead confined to Veneto (Bruti and Vignozzi, 2016; Minutella, 2016).



Media literacy

- La media literacy promuove la capacità di distinguere fonti attendibili da quelle manipolate o false, sviluppando pensiero critico e consapevolezza. Inoltre, favorisce un uso responsabile e sicuro delle tecnologie digitali, preparando gli studenti a partecipare attivamente e consapevolmente alla società odierna, attraverso video, podcast e giochi educativi, che possano rendere l'apprendimento dell'inglese più stimolante e meno nozionistico

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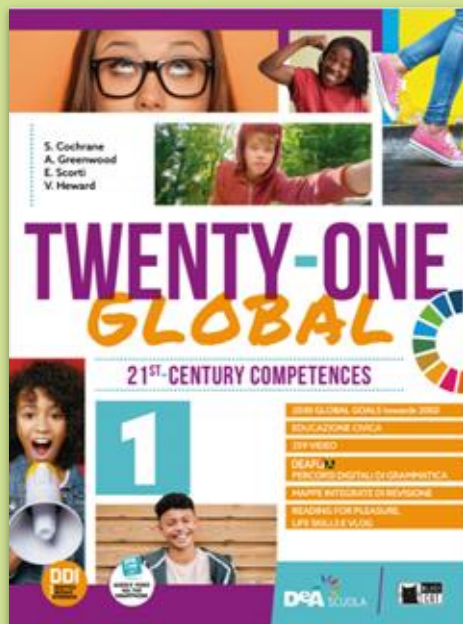


INSEGNARE

Inglese

Scuola Secondaria di 1° Grado

How do our books respond to the new indications?



In this part of the session we will discuss:

- Audiovisual tools
- Linguistic varieties
- Media literacy
- Integration of literature
- Multicultural and intercultural approaches
- Interdisciplinarity
- Comparison, reflection and strategies

A few words about the new booklet



- 64 pages
- Activities at 3 different levels
- 4 key areas

Multiculture

A1/A2

- | | |
|---------------------------------------|-------|
| 1 Cities • Four cities, many cultures | p. 4 |
| 2 Food • Tastes of India | p. 6 |
| 3 Art • Street art stories | p. 8 |
| 4 Music • Music around the world | p. 10 |
| 5 School • Different school systems | p. 12 |

A2

- | | |
|---|-------|
| 6 Laws • Teens and the law: UK and Ireland | p. 14 |
| 7 Fashion • Capitals of fashion | p. 16 |
| 8 Technology • Top tech places | p. 18 |
| 9 Film and TV • Not just Hollywood | p. 20 |
| 10 Minorities • Different people, one world | p. 22 |

A2/B1

- | | |
|--|-------|
| 11 The Commonwealth • From Empire to Commonwealth | p. 24 |
| 12 Carnival • Carnival celebrations | p. 26 |
| 13 Sport • Made in Britain, played everywhere | p. 28 |
| 14 Values and beliefs • South Africa: freedom and hope | p. 30 |
| 15 Diversity • Salad Bowl USA | p. 32 |

Global Citizenship

A1/A2

- 1 Education for every girl p. 34
- 2 The real story behind your T-shirt p. 36
- 3 Who we are and how we change p. 38

A2

- 4 Stand up against racism! p. 40
- 5 Fake news alert! p. 42

A2/B1

- 6 The problem with chocolate p. 44

Interdisciplinary projects

A1/A2 1 Design a school uniform

p. 46

A2 2 Create a personal spending diary

p. 48

A2/B1 3 Plan an eco-friendly school

p. 50

Literature

A1

1 Tom Sawyer

p. 52

A2

2 The Prince and the Pauper

p. 54

3 Robinson Crusoe

p. 56

A2/B1

4 David Copperfield

p. 58

5 Animal Farm

p. 60

Exit level—is it still A2?



Exit level – A2 ✓



Grammar Extension		
A	162-165	Forma passiva: DEAFIX • Present simple • Past simple
B	166-169	Second conditional: DEAFIX • forma affermativa e negativa • forma interrogativa e risposte brevi
C	170-173	Discorso diretto e indiretto: DEAFIX • Present simple e Past simple • say e tell (dire) • Altri tempi verbali

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• The passive form: Present simple • The passive form: Past simple
• Direct and indirect speech • say and tell
• Second conditional

- B1 is a possibility, a stimulus, but not an obligation

1. Audiovisual tools

Text-to-speech option

1 Vocabulary

Countries and nationalities (1)

1 Osserva le foto e abbinia ogni Paese al numero corrispondente (1-14).

Albania • Canada • Cina • Egypt • France
Germany • India • Ireland • Italy • Morocco
Romania • Spain • the UK • the USA

2 Ascolta e controlla. Poi ascolta di nuovo e ripeti.

30 thirty

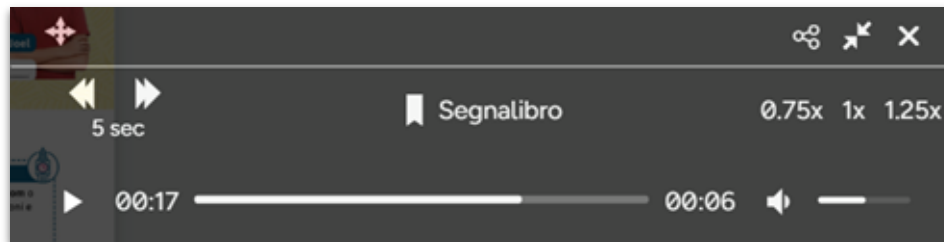
Culture

il Regno Unito (the United Kingdom o the UK) comprende quattro nazioni e nazionalità:

- England → English
- Scotland → Scottish
- Wales → Welsh
- Northern Ireland → Northern Irish



- Click on an activity and the audio player will appear



Text-to-speech option

Competences & Culture

My unusual PET

The British love animals and they're crazy about their pets. Around 41% of homes in the UK have got a pet. 23% of families have got a dog, and one in five homes has got a cat. Fish, rabbits and hamsters are popular pets, too. And some families have got really unusual pets!

Lucy

Hi! My name's Lucy. My family and I have got a house in the country with a big garden, so we've got three beautiful pygmy goats. They're from the RSPCA. Harriet is six years old, Billy is five years old and they're really friendly. This is Rupert - he's two years old and he's very cute! He's the baby of the family!

Culture flash

Fondata nel 1824, la RSPCA (Royal Society for the Prevention of Cruelty to Animals) è un'organizzazione per proteggere gli animali maltrattati o abbandonati. Si può adottare un animale salvato da loro.

Alfie

Hello! I'm Alfie, and this is Bob, my giant snail. He's from Africa, but he's very happy with me in my home in Bolton, England. Bob loves humidity, and Bolton has got a lot of rain!

Bob's an easy pet. My sister thinks Bob is ugly and silly, but he isn't. He's got a beautiful shell, and he's very friendly.

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- The player also allows you to slow down (or speed up) the audio track



Subtitles and karaoke



- Video in both books offers different on-screen text options

Subtitles and karaoke

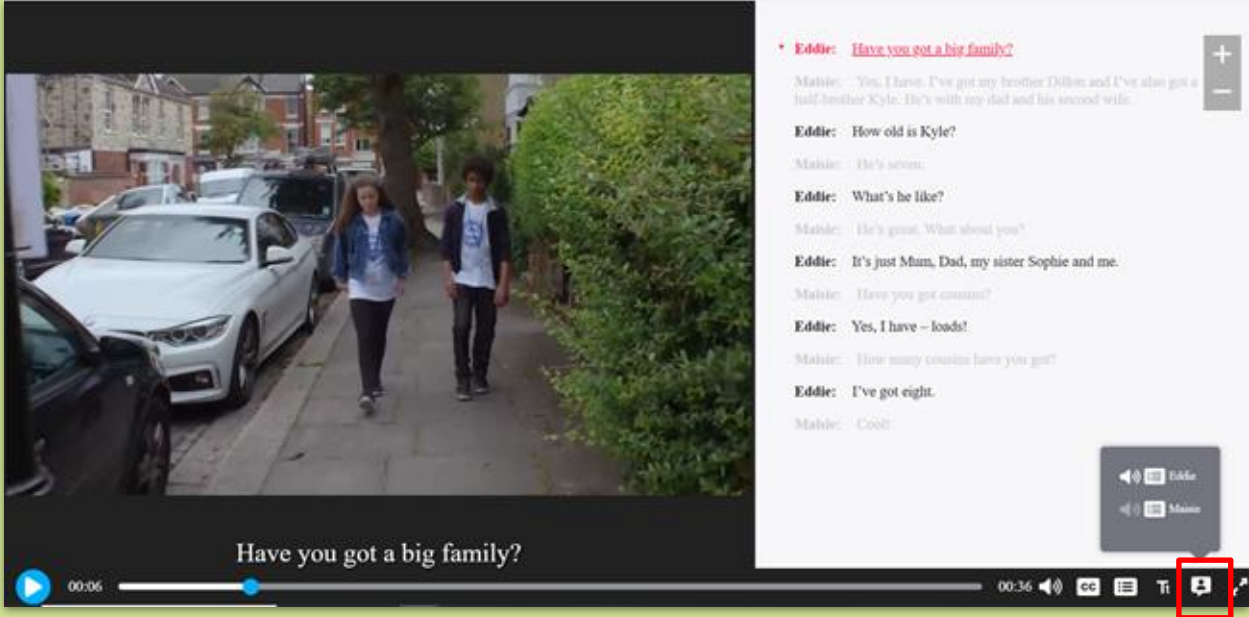


- The “CC” button provides subtitles in English

Subtitles and karaoke

- This button provides the audioscript for the video. Click on any line of text to hear it again

Subtitles and karaoke



The image shows a YouTube video player interface. On the left, a video frame shows two young people walking on a sidewalk next to parked cars. Below the video frame, a subtitle reads "Have you got a big family?". On the right, a karaoke-style subtitle list is displayed, with the first line "Eddie: Have you got a big family?" highlighted in red. Below the list, there are volume and speaker icons for "Eddie" and "Maise". At the bottom of the player, a red box highlights the "K" icon in the bottom right corner of the video player controls, which is used to toggle the karaoke mode.

• Eddie: Have you got a big family?

Maise: Yes, I have. I've got my brother Dillon and I've also got a half-brother Kyle. He's with my dad and his second wife.

Eddie: How old is Kyle?

Maise: He's seven.

Eddie: What's he like?

Maise: He's great. What about you?

Eddie: It's just Mum, Dad, my sister Sophie and me.

Maise: Have you got cousins?

Eddie: Yes, I have – loads!

Maise: How many cousins have you got?

Eddie: I've got eight.

Maise: Cool!

- In the karaoke mode, it is possible to remove one or more voices for speaking practice

Interactive games

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GLOBAL

ISTRUZIONI

Cliccando sull'icona audio, puoi ascoltare la storia.

READ & CHOOSE The Knights of the Golden Turkey

EasyReading

It's a cold and rainy day in Flinchester and Linda May is bored. She sits in her bedroom with her cat, Charlie.

"I hate the rain. I can't even play tennis!" she says. But Charlie doesn't understand. He understands English, but he doesn't understand why Linda is not happy. After all, she is inside a warm and dry house.

Then Linda has an idea: she can play a video game! Her favourite video game is "Nick Thunder", which she loves because Nick always has a new and exciting adventure... and because he is quite attractive!

Linda turns on her video game. The adventure is going to begin!

Play the game!

1 / 8

- In this game, students read and listen to a story...

Interactive games

TWENTY-ONE GLOBAL

READ & CHOOSE | The Knights of the Golden Turkey

Completa le caratteristiche del personaggio!
Osserva i valori delle singole abilità, poi clicca sul numero in lettere corretto.
Al termine clicca su **OK**.

ESCI DAL GIOCO

Ability	Value	seven	fifteen	twelve	nine	five	six
Speed: 9		seven	fifteen	twelve	nine	five	six
Strength: 12		seven	fifteen	twelve	nine	five	six
Intelligence: 15		seven	fifteen	twelve	nine	five	six
Luck: 5		seven	fifteen	twelve	nine	five	six
Agility: 7		seven	fifteen	twelve	nine	five	six

... and complete the activities

Interactive games

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- Escape Room puzzles

Interactive games



- Solve the clues and help Lily escape!

2. Linguistic varieties

Varieties of English: different accents



1 Listening step-by-step

INVALSI: multiple choice

Step 1

1  A coppie, seguite le istruzioni.

- A turno, di un Paese dal box.
- Il tuo compagno deve dire la nazionalità.

the USA • China • Scotland • Brazil • Peru • England • Italy • the Philippines • Spain • Poland

Step 2

2   047 James e Nadia stanno parlando della foto in fondo alla pagina. Ascolta e decidi se la frase è vera (T) o falsa (F). James and Nadia are in the same class at school.

- Plus, different accents in the Competences & Culture/Citizenship pages

Different accents

5 Podcast and speaking

different people
different accents

The And You? Podcast

Today: our generation

1 Listen to the podcast. Number the topics (a-f) in the order you hear them.

- a spending time with friends
- b judging other people
- c not listening to people
- d different generations
- e being impatient
- f taking selfies

2 Listen again and complete with one or two words.

- 0 Josh and Emma are in Generation Alpha.
- 1 Josh says he can listen to others and check at the same time.
- 2 Josh says that TV was a new once.
- 3 Emma says that young people are the ones who will save
- 4 Old people have retired, so they've got lots of
- 5 Josh's grandparents started when they were younger than him.

Josh

Emma

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- Volume 3 features accents from other English-speaking countries, such as the USA

3. Media literacy

Media literacy

5

Global Citizenship

Fake news alert!

Unfortunately, there's a lot of fake news around today on the Internet and social media. It can be hard to know what's true and what isn't! Let's start by looking at the different types of fake news. Some fake news is just for fun. For example, the website The Onion invents funny stories about famous people and politicians. These stories are jokes and are not true. But other fake news websites want you to believe their stories are real. They spread false facts for political, financial or personal reasons. This kind of fake news can trick people into believing lies about important things. Sometimes, they even use fake photos and videos made with computers or AI. This makes it very hard to know what is actually real. There is also clickbait. These are headlines that try to shock you, like This Video Broke the Internet - Find Out Why! or Is This the Coolest School Trend Ever? Clickbait tries to make you click on a link so the website can earn money from adverts. So, how can you tell what is true? First, check where the news comes from and who wrote it. It, This helps you to know if the news is trustworthy. Also, don't believe a news story just because you see it lots of times on social media. Fake news often tries to make you feel shocked or angry so you share it quickly without thinking! Try to check the facts from different sources*, like other news websites or official sites from governments or organisations. It is important to think carefully when you read the news. Ask questions, see if something is an opinion or a fact, and check if there is any bias*. These skills help you not only to spot* fake news, but also to make better decisions in other areas of your life.

- * track: seguire
- * trustworthy: attendibile
- * sources: fonti
- * bias: pregiudizio
- * spot: riconoscere

4 **QUIZ** In pairs, read the headlines and decide which two are fake news. Think about:

- Does the story sound real or strange?
- Have you seen it on TV or in the news?
- Can you find it on more than one reliable website?



Media literacy

5 AI and our future

Our generation is the first to grow up with modern Artificial Intelligence (AI) programs – ones that learn for themselves and imitate ¹⁸ „human intelligence. Today, AI programs track our shopping, recommend videos that we might like, and even ¹⁹ ____ to us as friends. But how will AI affect our future? We asked Silicon Valley AI expert Beth Levy.

How will AI change education?

AI will help students to learn by creating realistic, virtual worlds. For example, students might ²⁰ ____ ancient Greece in History classes or explore inside the body in Biology. AI will also track students' performance, but testing and exams won't disappear. By analysing exam questions, AI will help teachers to ²¹ ____ better exams.

Will AI take our jobs?

Computers have already replaced humans in 'mindless' jobs like counting products. But AI will generally assist us at ²² ____, not replace us. For example, computers will analyse medical data to identify rare health problems. But when you go to hospital, you'll still see a human doctor.

How well do computers know us?

Researchers here in Silicon Valley have shown that AI programs can judge your personality better than your ²³ ____ friends! By looking at your past Internet activity, AI can predict what you will buy online, which job candidates will get a job – and even which couples will break up! People often talk to their friends before they make big life decisions. Soon we ²⁴ ____ ask our phones instead!

Will AI change us?

It may change our opinions, because AI programs personalise our Internet experience. For ²⁵ ____, when you read sports news, more sports stories appear on your phone. That's great, but what happens when you read fake news or radical opinions online? AI follows you and sends you similar posts, so you don't see alternative opinions. This might influence you – which isn't a good thing.

Will intelligent computers control the world one day?

Even the smartest supercomputers aren't conscious yet – they can't feel or experience anything. Computers are better than us at some jobs, but we're still smarter, ²⁶ ____ we can control them. There won't be a robot revolution in the near future!



and you? GREEN EDITION

Citizenship

To identify false information online, ask yourself these questions:

- Does the post present different points of view, or only one strong opinion?
- Do any of the facts seem improbable?
- Why should we be careful when we share online posts with friends?



Critical thinking

5 GLOBAL GOALS

Competences & Citizenship

Did you know...?

- 130 million girls around the world don't or can't go to school.
- In 25% of British companies, men earn 20% more than women for the same job.

We are all equal

Have you ever been told to behave² in a certain way because of your gender³? Every society has expectations⁴ about what 'appropriate' or 'typical' behaviour and activities are for girls and boys. For example, girls can't play football and boys don't cry. Women do chores at home, and men wash the car. If you're a girl, after school you're going to work for a few years then get married and have a baby. If you're a boy, you're going to get a good job and have a career.

This is **gender stereotyping**⁵ and it can limit your potential and cause discrimination. If roles or rules in a society favour men or women more, this is **gender inequality**⁶. According to UNICEF, **gender equality**⁶ doesn't mean that girls and boys should be the same. It means that they should have the same rights, opportunities and protection. However, in lots of countries, social roles and rules have traditionally favoured men, which means women have fewer rights. Millions of girls around the world aren't allowed to go to school and as a result, millions of women can't read or write. Women also suffer discrimination at work, and in

TWENTY-ONE GLOBAL

CRITICAL THINKING

Citizenship

- Who does most of the chores in your home? Why?
- Do you think the jobs men and women do in the home or in society in your country have changed in the last 50 years? How?

4. Integration of literature

Literature

READING

The Selfish Giant by Oscar Wilde

Every day after school, the Giant's garden is full of "happy children. The Giant isn't there. He is away" for a long time. The Giant's garden is beautiful. There is green grass and flowers like stars. There are twelve peach trees: pink and white in the spring and heavy with "fruit in the autumn, and the air is full of the music of birds".

One day the Giant is back and he is angry about the invasion of his garden. "My garden is my garden!" Out! The next day, "there is a wall around the garden and a sign: - THOSE PASSERS WILL BE PROSECUTED! Oh, selfish Giant!"

Now, the children haven't got a playground and it is always winter in the Giant's garden. There isn't any music in the air, only the old harsh wind. The selfish Giant is alone. "And out! One day, the North Wind is silent and the music of children is in the garden again. The grass is green and the flowers are happy. There is a child in every tree. It's spring again, but in a small part of the garden it is still winter.

A little boy is under a tree white with frost. He has got tears" in his eyes. He is very small and the tree is very big. The Giant's heart is sad. "I am a selfish giant. Now, little boy, this tree is for you and this garden is for all the children!" The Giant and the boy are friends.

Every day now, there are children in the garden and the Giant is happy. But the little boy is never there. But one day, after many years, the little boy is there again. He is back for his friend and the Giant is happy. Now the Giant is dead, but at peace under a beautiful tree.

*1) Insegnanti: versione privilegiata a livello di legge

MAGAZINE 3-4

Before you read

1 Look at the title and the picture and answer the questions.

- What is a giant?
- Where are the giant and the boy?

Vocabulary Outside

2 Read and listen to the text. Then find the words (1-6) and match them to their translations (a-f).

1 grass	a silent & peace
2 flowers	b bring
3 peach trees	c vents
4 playground	d feet
5 wind	e area gochi
6 frost	f write

Comprehension

3 Put the events (a-g) in the correct order (1-7).

- One day, the children are back and it is spring again, but it's winter in a part of the garden.
- Every day the children are in the Giant's garden.
- The Giant is at peace.
- The Giant is not happy with the children and says "Out!".
- The Giant is sorry for the little boy under the tree.
- The Giant is sad because he is alone and the garden is cold.
- One day, the little boy is in the garden again for the giant.

LIFE SKILLS Know yourself

4 Complete the map for the Giant, the boy and you with the words given. In pairs. Compare your answers. Use the **Useful language**.

angry + selfish + sad + happy + alone + generous + a good friend

The little boy

The Giant

angry

I

My

Useful language

The Giant is ... when ...
The boy is ... when ...
I am ... when ...
Remember

TWENTY-ONE

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Literature – methodology & personalisation

TWENTY-ONE GLOBAL

Before you read

1 Look at the title and the picture and answer the questions.

- 1 What is a giant?
- 2 Where are the giant and the boy?

Vocabulary Outside

2  2-18 Read and listen to the text. Then find the words (1-6) and match them to their translations (a-f).



- | | |
|--|-------------------|
| 1 ☐ grass | a alberi di pesco |
| 2 ☐ flowers | b brina |
| 3 ☐ peach trees | c vento |
| 4 ☐ playground | d fiori |
| 5 ☐ wind | e area giochi |
| 6 ☐ frost | f erba |

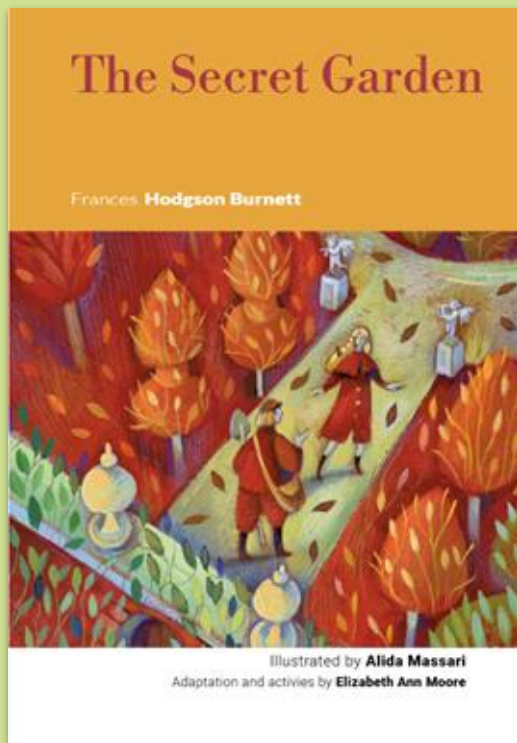
LIFE SKILLS Know yourself

4 Complete the map for the Giant, the boy and you with the words given. In pairs. Compare your answers. Use the **Useful language**.

angry • selfish • sad • happy • alone • generous •
a good friend



Literature - eReaders



and you? **GREEN EDITION**

eReaders - activities

Before you READ

READING PICTURES

Look at the picture and talk about the following questions.

Hide image



1. Where is Mary?
2. What is she wearing?
3. What is the man doing?
4. Who do you think he is?

Understanding the TEXT

CHARACTERS

Look at the pictures, choose the correct name for each character and use the words to describe them.

Hide image



blonde hair unkind red face big happy
young friendly Martha pretty Mrs Medlock
black eyes Mary sad white face

A. Name:

B. Name:

C. Name:

Understanding the TEXT

SPEAKING: PERSONAL INFORMATION

Talk about yourself. Use these questions to help you.

1. What's your name?
2. How old are you?
3. What colour is your hair?
4. What colour are your eyes?
5. Point to your face, ears, eyes and hair. Say This is... or These are...

Type your text here.

Word count: 4

CONFIRM

Literature – Percorsi di Inglese

4

Literature

LEVEL

A2/B1

David Copperfield

by Charles Dickens

Introduction

David Copperfield begins his life as an orphaned child in the countryside near his mother's new home. Peggotty and his most mysterious friend Mr Micawber introduce him to his first boarding school in London where he meets his friends and enemies.

My boarding school was far away in London, where the horse and cart arrived. I said a quick goodbye to my mother and got on with my suitcase. I started crying because I was leaving my home, my mother and Peggotty. I felt very alone in this big world.

Salem House was the name of the boarding school. It was a large old building surrounded by a high stone wall. It was a terrible school.

As soon as I arrived, the headmaster, Mr Creakle put a sign around my neck that said: BE CAREFUL, HE BITES! I had to wear it all day long and I was terribly embarrassed.

Luckily, I made friends with two boys, Tommy Traddles and James Steerforth. Traddles was about my age, but Steerforth was one of the oldest and most popular boys. He was good-looking and came from a rich family. He called me 'Daisy' and protected me from the other boys and the teachers.

"Give me your pocket money, Daisy," said Steerforth one day, "I'll buy food and drink for everyone. The boys will like you then." I agreed and that evening we had a pleasant time sitting on our beds, eating, drinking and whispering to each other.

I soon discovered that all the boys hated Salem House, which was one of the worst schools in England. They especially hated Mr Creakle, who carried a heavy stick and used it to hit the students. However, Mr Creakle never hit Steerforth, so I admired Steerforth. He became my best friend.

1 ■■■ Before you read Look at the picture. Where do you think it is? Who is the man? Who are the boys?

2 ■■■ Vocabulary Read and listen to the story. Then match the words (1-6) to the definitions (a-f).

1 ...boarding school	a the school director
2 ...suitcase	b a long piece of wood
3 ...building	c a piece of paper or card
4 ...headmaster	d a structure, like a house or school
5 ...sign	e students live and study here
6 ...stick	f a container for carrying your clothes

3 ■■■ Comprehension Answer the questions.

- 1 What was Salem House?
- 2 Why did Mr Creakle do when David arrived?
- 3 Who is James Steerforth?
- 4 What name did David's friend give him?
- 5 What did Steerforth buy with David's money?
- 6 Why did the boys hate Mr Creakle?

SEL • Self-management

4 Self-management is the ability to control your emotions, thoughts and behaviour in different situations so that you can manage stress and be resilient. What emotions do you think David has to manage when he arrives at his new school?

5 In pairs, discuss these questions. Use the Useful language.

- 1 Have you ever experienced a big change or received bad news? How did you react?
- 2 Do you think you should hide your emotions or is it better to show them? Why?

Useful language

I felt (sad), / cried, / tried to...
In general, I think you should...
It's better to..., because...
I think it helps to...

*worried, nervous
*surrounded by circondato da
*home di patria

*toys, much
*pleasant, enjoyable
*whispering, chiacchierando

Literature – Percorsi di Inglese

- 1 ■■■ **Before you read** Look at the picture. Where do you think it is? Who is the man? Who are the boys?
- 2 ■■■ **Vocabulary**  26 Read and listen to the story. Then match the words (1-6) to the definitions (a-f).
- | | |
|-------------------------|---|
| 1 boarding school | a the school director |
| 2 suitcase | b a long piece of wood |
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- 1 Have you ever experienced a big change or received bad news? How did you react?
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Songs

A Song

We are the champions

by Queen

We are the Champions, from the 1977 album *News of the World*, is a 'stadium song'. Freddie Mercury, lead singer of Queen, said 'I was thinking about football when I wrote it. I wanted a participation song.' It was the theme song of the 1994 FIFA World Cup in the USA.

1 Read the information above and complete the fact file.

Quick

Title of the song: _____

Year: _____

Album: _____

Type of song: _____

Theme song of: _____

2 Read the extract from the song. Who are 'the champions' in your opinion?

1 ____ the band 2 ____ the audience 3 ____ the band and audience together

I've paid my dues
Time after time
I've done my sentence
But committed no crime
And bad mistakes
I've made a few
I've had my share of sand kicked in my face
But I've come through
We are the champions, my friends
And we'll keep on fighting 'til the end
We are the champions (x2)
No time for losers
'Cause we are the champions of the world

Glossary

'I've paid my dues': ho lavorato molto per avere successo (sett. ho pagato il dovuto)
'I've done my sentence': ho scontato (a mia pena)
'sand kicked in my face': sabbia buttata in faccia (a calci)
'I'll keep on': continueremo a
'Cause (because): perché

3 **EXERCISE** Go online and watch the video of the song at the 1985 Live Aid concert. Answer the questions.

1 Where did the concert take place?
a ____ a square b ____ a stadium c ____ a theatre

2 What map can you see behind the band?



**GREEN
EDITION**

VIDEO EXTRA Go online and watch the video of the song at the 1985 Live Aid concert. Answer the questions.

- Where did the concert take place?
a a square b a stadium c a theatre
- What map can you see behind the band?

Songs

Grammar in Songs 1
be: affirmative

HAPPY

Pharrell Williams

Pharrell Williams è un cantautore, rapper e produttore americano nato in Virginia il 5 aprile 1973. Dopo il successo con il gruppo The Neptunes e N.E.R.D ha composto la canzone Happy per il film *Catfish: The Movie* nel 2013, candidandosi per l'Oscar. Nel video Pharrell è al centro in giro per la città. Da allora sono stati realizzati migliaia di video simili in diverse città in tutto il mondo.

Look at this language!

La canzone spesso chiama le mani per essere più onomatopoeiche. Nel coro della canzone Happy vengono usate le parole roof, stuff, you e do, tutte con il suono /d/.



15 Completa i versi della canzone inserendo la forma corretta del verbo *be* (anche alla forma contratta).

(Because I (1) happy)
 Clap along if you feel like a room without a roof.
 (Because I (2) happy)
 Clap along if you feel like happiness (3) the truth.
 (Because I (4) happy)
 Clap along if you know what happiness (5) to you.
 (Because I (6) happy)
 Clap along if you feel like that (7) what you wanna do.

16 Ora cerca la canzone online, ascoltalà per intero e controlla le tue risposte.

17 Scrivi le parole inglesi presenti nel testo della canzone per indicare le seguenti parole italiane. Puoi aiutarti anche con l'uso del dizionario.

1 stanza	4 sapere
2 sentire	5 tetto
3 battere le mani	6 verità

twenty-one 31

TWENTY-ONE GLOBAL

15 Completa i versi della canzone inserendo la forma corretta del verbo *be* (anche alla forma contratta).

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5. Multicultural and intercultural approaches

Multicultural and intercultural approaches

Schools in England



The two main types of schools in England are primary schools and secondary schools. Primary and secondary school education is **compulsory** in England from the age of 5 to 16.

	School year	Age	Exams
Primary schools	Reception	4-5	
	Years 1-2	5-7	SATs
	Years 3-6	7-11	SATs
Secondary school	Year 7-9	11-14	
	Year 10-11	14-16	GCSEs
	Year 12-13	17-18	A-levels

The first year of primary school is called 'Reception'. Some children are only four. They wear a uniform and the day starts at 9 a.m. They have lunch at school and finish at about 3 p.m. Children usually have one teacher for all subjects. At the end of year 2 and year 6, there are exams – called SATs.

Students start secondary school in year 7, when they are 11 years old. These subjects are compulsory for all students: English, Maths, Science, Art, Information and Communication Technology, Design and Technology, Geography, History, Music, Physical Education (PE), Citizenship, and Languages. For each subject, students have different teachers and classrooms.

At the end of Year 11, when students are 16, they do important national exams, called GCSEs. Some students leave school after these exams and do **vocational training**.

About 70% of students stay at school for two more years. They only study 3 or 4 subjects and at the end of year 13, they do exams in these subjects, called A-levels.

About 40% of students then go to university.

Others start training or get a job. In Scotland, Wales and Northern Ireland, the systems are similar, but they aren't exactly the same.

Secondary schools in the UK are often big. This is Varndean school in Brighton. It's got 1,500 students in years 7-11.

Glossary

main: principali
compulsory: obbligatoria
vocational training: corsi di formazione professionale

and you?

GREEN EDITION

Comparing cultures

3 **ES** Presenta brevemente il sistema scolastico italiano. Usa il testo qui sopra come modello e includi queste informazioni:

- when you start and finish compulsory education
- the subjects you study
- the exams you do

Multicultural and intercultural approaches

4 Classic Culture

Houses in the UK

There are lots of different types of houses in the UK. About 29% are terraced houses. These are rows¹ of houses joined² together. 42% are detached or semi-detached houses. A semi-detached house is joined to one other house, but a detached house is an individual house. 29% are bungalows or flats. Bungalows have got only one floor³ and there aren't any stairs. A typical British house has got two floors and stairs. Downstairs, there is the kitchen and the living room. The washing machine is usually in the kitchen because it is next to the garden. There is also a kettle⁴ for boiling⁵ water to make tea and coffee. Upstairs, there are two or three bedrooms and the bathroom. There is often a bath and a shower in the bathroom, but there isn't a bidet! It isn't hot in the UK so houses haven't got shutters⁶ on the windows. Some flats have got balconies. There is usually a garden behind the houses, even in the cities – and sometimes one in front too. British people love their gardens!

Culture flash
La casa più piccola del Regno Unito si trova nel villaggio di Conwy in Galles. Questa casa risale al XVI secolo, ha due stanze e una superficie di 1,8 metri di larghezza per 3 metri di profondità e solo 3 metri di altezza!



TWENTY-ONE
GLOBAL

ACROSS CULTURES 21st-CENTURY COMPETENCES ES

3 In pairs. Prepare a poster or an oral presentation about the similarities and differences between British and Italian houses. Think about:

- the different types of houses in the UK and Italy
- what there is / there isn't in the kitchen, in the bathroom, etc.

Multicultural approaches – Percorsi di Inglese

Four cities, many cultures

London, New York, Toronto, and Sydney are four big multicultural cities in the English-speaking world.

London is the capital of the UK. About 9 million people live here. Londoners speak over 200 languages. You can eat food from lots of different countries, for example, Chinese dishes in Chinatown, Indian curries in Brick Lane and Caribbean food in Brixton.



New York is a famous city in the USA. It's a bit smaller than London, with around 8.5 million people. More than one-third of the people here were born outside the USA. New York is known as 'the City of Dreams', because people come here to find a better life and new opportunities.



Sydney is the biggest city in Australia, with approximately 5.5 million people. But it isn't the capital – that's Canberra. Lots of people from Asian countries like China and the Philippines live in Sydney. People here speak more than 250 languages! The city has lots of festivals to celebrate its many cultures, including the Sydney Lunar Festival for the Chinese New Year.



Toronto has a population of only 3 million, but it's still the biggest city in Canada. Half* the people living in Toronto were born outside the country. The city has many areas like Chinatown, Little Italy and Little India, where you can experience the food, festivals and traditions of these cultures.



These cities are exciting places because they bring together people and cultures from all over the world.

CRITICAL THINKING In pairs or small groups. Ask and answer the questions.

- 1 How do people in multicultural cities share their culture and traditions?
- 2 Do you agree that New York is a 'City of Dreams'? Why? / Why not?
- 3 Why do lots of immigrants in Sydney come from Asian countries?
- 4 What makes multicultural cities interesting places to live?

Intercultural approaches – Percorsi di Inglese

Go online and research this information about your town or city and complete the table.

Name of the city	
Population	
	
Languages spoken	
	

5 Share your table with your classmates. How many different cities are represented in your class?

6. Interdisciplinarity

Interdisciplinarity

3-4

Citizenship



Be 'green' at home!

- 1 **THINK** Abbina le fonti di energia alle immagini (1-8). Quali sono rinnovabili e quali non sono rinnovabili? Scrivi R (renewable) o NR (non-renewable) dopo ogni parola.

geothermal • gas • coal • biomass • wind • oil • hydroelectric • solar



1



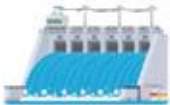
2



3



4



5



6



7



8

and you?

GREEN
EDITION

Interdisciplinarity

Speaking

- 3  In small groups, discuss the questions. Then share your ideas with the class.
- 1 Would you prefer to go on Lauren's holiday or Luke's? Why?
 - 2 Are there too many tourists in your town or city? Why? / Why not?
 - 3 How can we make tourist holidays better for the environment?
 - 4 What is the difference between an ecotourism holiday and other holidays?
 - 5 Have you ever been on a 'green' holiday? If so, describe it.
 - 6 How can ecotourism be a positive experience for a person?



DIGITAL COMPETENCES

Make a short podcast about your ideal holiday.

Ecotourism

Citizenship: sustainable tourism

Geography: different natural landscapes

Science: protection of the environment

CROSS-CURRICULAR LINKS

and you?

GREEN EDITION

Interdisciplinarity



The infographic features a background with a stylized rainbow and a green border. In the top left, there is a circular icon for '11 SUSTAINABLE DEVELOPMENT GOALS' with 'GLOBAL GOALS' written below it. The main title 'Competences & Citizenship' is in purple. Below it, 'Tiny Houses' is in green, followed by 'small solutions for a big problem' in purple. Two photographs of tiny houses are included: a grey one on the bottom left and a green one on the top right. Two text boxes with yellow borders provide definitions and benefits of tiny houses.

11 SUSTAINABLE DEVELOPMENT GOALS
GLOBAL GOALS

Competences & Citizenship

Tiny Houses

small solutions
for a big problem

What is a Tiny House?
The Tiny House idea is a solution to help people build¹ a home when they haven't got a lot of money. It's a very small house made of sustainable materials. Some houses are on wheels² and they are mobile.

Why is tiny good?
¹⁰ Lots of tiny things are cute (baby cats, dogs, rabbits), but a Tiny House isn't only cute and lovely to look at. Its shape³ and dimensions are the result of a lot of research. The challenge⁴ for architects of Tiny Houses is to design a small eco-home which is light⁵, airy⁶, practical and has got character.
¹⁵ The materials in the houses are from sustainable resources. They are very cheap to construct because they're compact. In Edinburgh, Scotland, Tiny Houses are one solution for the city's homeless people⁷.

TWENTY-ONE
GLOBAL

Interdisciplinarity

Useful language ☆

Ordering your ideas:
Our presentation is about...
First... Then... Finally...
In conclusion,...

Inviting discussion:
Are there any questions or comments?
What do you all think?

COLLABORATION 21st-CENTURY COMPETENCES

5 In groups. Prepare a short presentation about GPS. Present it to the class. Use the **Useful language**.

- Do some more research online: Who operates GPS? Why was it invented? What are its different uses today?
- Plan your presentation: remember to include an introduction, a series of points and a conclusion.
- You can do a poster, an oral presentation or a digital presentation.
- Invite feedback and discussion from the class.

History
Radio communication during WW I

Science
Sound and light waves

Citizenship
Advantages and disadvantages of always being connected

MOBILE COMMUNICATION

Technology
Using different methods of communication effectively and responsibly

forty-seven

**TWENTY-ONE
GLOBAL**

- Exams & CLIL pages in Volume 3

Interdisciplinarity – Percorsi di Inglese

2 Interdisciplinary project



Create a personal spending diary

SUBJECT AREAS

- Art & Design
- English
- Mathematics
- Education & Citizenship
- Technology

Teens and their money

In the UK, about 17% of teenagers get pocket money. On average, children aged 8 to 14 receive about \$5 to \$20 a week. Teenagers aged 15 to 19 can get up to £300 a month. Lots of British teens have to do jobs at home like tidying their rooms, or walking the dog to earn their pocket money. They spend their money on clothes, socialising with friends, food and video games. Most of them save around a quarter of their money. On average, boys save more than girls.

In the USA, teenagers get an average of \$20 a week pocket money, or allowance in American English, depending on their age and family. American teens spend their money on similar things to British teens: clothes, especially sportswear, food and entertainment.

In the UK, teenagers can do part-time jobs when they're 16, but most Saturday jobs and more regular part-time work start from age 18. About 40% of British teens have part-time jobs, such as working in shops, cafes, dog walking, babysitting or delivering newspapers. In the USA, teenagers can start working at 14 too, and common jobs include working in fast food restaurants or cutting people's lawns.

Pocket money and part-time jobs help you to learn how to budget and spend your money carefully. It's important to learn how to save money too, because this helps you to be ready for any unexpected expenses or to buy things you want in the future, like trainers or concert tickets. It's a good idea to put a small amount each week in a piggy bank or bank account.

- learn languages
- save expenses
- learn part
- bring back valuations



LEVEL A2

Brainstorm

1 In small groups, in two minutes, write all the words that you know in English about money and shopping.

STEP 1

2 Read the text about teenagers and their money. Answer the questions.

- What do young people in the UK and USA spend their money on?
- How did you have to be to have a part-time job in the UK and USA?
- Why is it a good idea to save some money?

STEP 2

3 In groups, each student keeps a personal spending diary for one week. Write how much you spend each day on food and drink, entertainment and going out, transport, etc. Also record any money you save or donate. At the end of the week, prepare a pie chart or bar graph to illustrate your spending diary.

Day of the week	Food & drink	Entertainment	Other
Monday			

STEP 3

4 In your groups, compare your spending diaries and discuss.

- Which items did you spend most on?
- Did you save any money? How?
- Do you think you can change any habits to save more?

Prepare a short presentation or poster about your spending diaries. Include a summary of your spending habits as a group and tips for saving money.

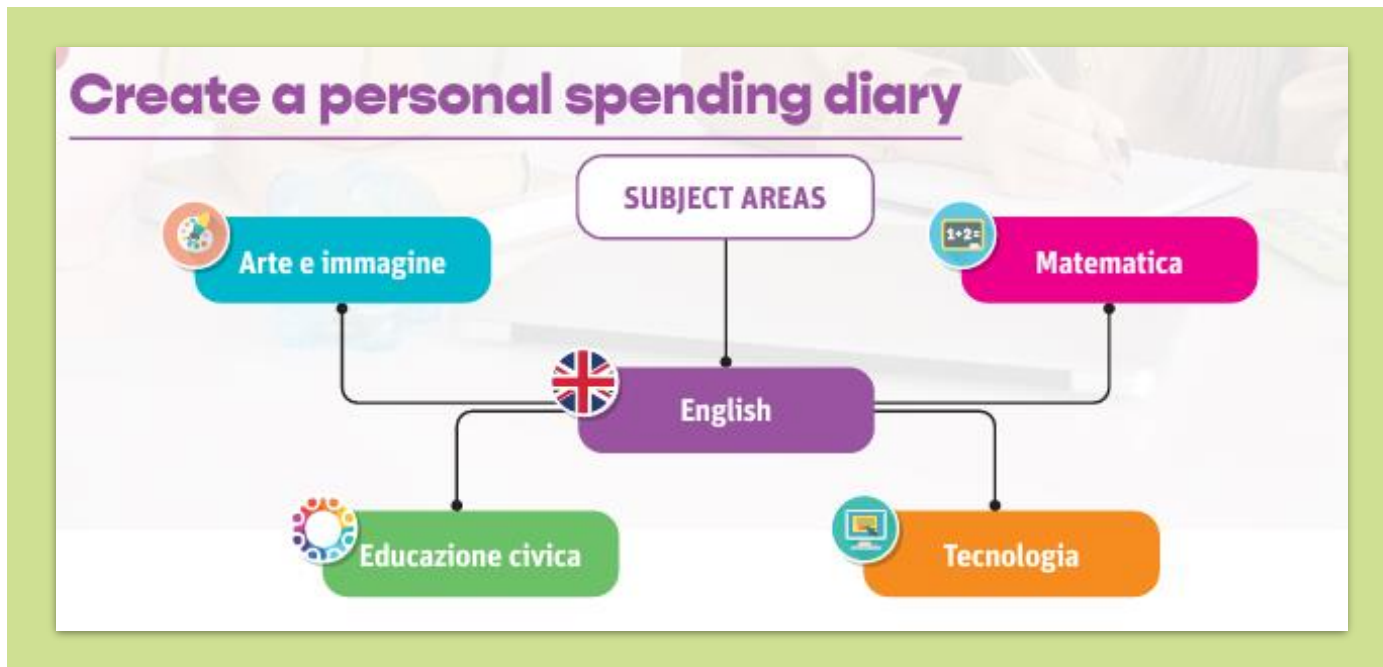
STEP 4

5 Present your results to the class. The students vote for the most creative or useful saving tip. Afterwards, the class can upload their work to the school website or create a 'money smart' poster wall in the classroom.



- Project-based learning: 3 projects at 3 different levels

Interdisciplinarity – Percorsi di Inglese



Interdisciplinarity – Percorsi di Inglese

STEP 2



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Monday			
...			

STEP 4



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7. Comparison, reflection & strategies

Comparison, reflection & strategies

C Genitivo sassone

- Si usa il genitivo sassone per parlare di possesso o di rapporti tra le persone.
- Quando il possessore è singolare, si aggiunge 's al possessore:
Evie's tickets are for a concert. Evie is Ollie's sister.
- Quando il possessore è plurale e termina in s, si aggiunge soltanto ':
The girls' names are Evie and Jess.
- Quando ci sono due o più possessori, si aggiunge 's all'ultimo possessore:
Evie is Helen and Liam's daughter.

Il nome del possessore precede sempre l'oggetto posseduto.
Ollie's bedroom
la camera di Ollie

Ricorda che 's può essere anche la contrazione di is.
Evie's Ollie's sister = Evie is Ollie's sister.

and you? GREEN EDITION

B CHECK IT Completa.

Forma intera	Forma contratta
I / you / we / they (0) have got	I / you / we / they (2)
he / she / it (1) _____	he / she / it (3) _____

Learning to listen

Prima di ascoltare, leggi le domande e osserva attentamente le immagini. Pensa alle parole in inglese per descrivere le immagini e che potresti sentire nelle conversazioni.

Comparison, reflection & strategies

TWENTY-ONE GLOBAL

Never si usa sempre con il verbo alla forma affermativa. In inglese, non si usa mai la doppia negazione.

We never have lunch at school.

Non pranziamo mai a scuola.



WORKBOOK p. 185

Focus on writing



Trova e sottolinea le parole *and*, *but* e *so* nel messaggio di Tom.

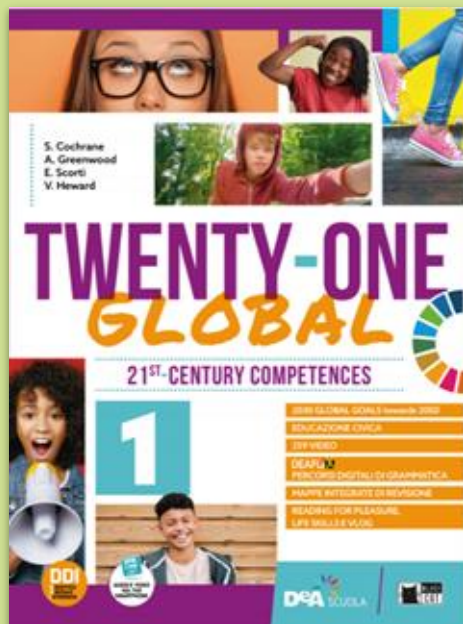
Quale si usa per:

- esprimere la conseguenza?
.....
- aggiungere informazioni?
.....
- contrastare?
.....

Focus on reading



Una prima rapida lettura (*skimming*) aiuta a comprendere i concetti più importanti e le informazioni principali di un testo. Cerca le parole chiave (sostantivi, verbi) e non soffermarti sul dettaglio. Osserva anche le immagini.



Spazio alle domande!



DEASCUOLA

I prossimi appuntamenti

Iscriviti subito:

<https://formazione.deascuola.it/insegnare-inglese-ss1g/>

Webinar

INSEGNARE INGLESE

Insegnare con... This is me!

30 Marzo 2026, 17:00

con: Roy Bennett



Webinar

INSEGNARE INGLESE

From Detectives to Giants

15 Aprile 2026, 17:00

con: Samuel Williams



Scopri la proposta editoriale completa in linea con le nuove **Indicazioni Nazionali**

Consulta il [sito dedicato](#)

